DOCUMENT RESUME

ED 405 066 JC 970 229

TITLE Community College Programs and Services for Special Populations and Underrepresented Groups, Fiscal Year 1996.
INSTITUTION Illinois Community Coll. Board, Springfield.
PUB DATE Mar 97
NOTE 20p.; For the 1995 report, see ED 395 621.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; Disabilities; *Educationally Disadvantaged; Educational Opportunities; *Educational Strategies; *Equal Education; *High Risk Students; Minority Groups; Nontraditional Students; *Special Needs Students; State Programs; Two Year Colleges
IDENTIFIERS *Illinois Community College System

ABSTRACT

Since the passage of legislation requiring Illinois colleges to develop plans for increasing the participation and advancement of underrepresented groups, the state's community colleges have used both special population grant funds and local college funds to address the needs of these groups. This report summarizes statewide initiatives and college efforts to support special populations during fiscal year (FY) 1996. The first section describes state-supported initiatives, such as the special populations grant program, centers of excellence in adult education, the Opportunities Program for welfare recipients, a statewide diversity initiative, and Lincoln's Challenge Scholarship Program for at-risk school dropouts. The second section provides examples of community college services for underrepresented groups in the following areas: (1) retention activities related to orientation, assessment, monitoring and advising, and improving the classroom climate; (2) transfer programs for minority students, including efforts to improve articulation and transfer centers; and (3) services for students with learning disabilities, including in-service faculty training in identifying learning disabled students. Tables showing the number of students served by college program in FY 1996 and the numbers of transfers to four-year colleges and universities for fall 1993 through fall 1995 are appended. (HAA)

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ED 405 066

Illinois Community College Board

COMMUNITY COLLEGE PROGRAMS AND SERVICES FOR SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS FISCAL YEAR 1996

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March 1997

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Illinois Community College Board

COMMUNITY COLLEGE PROGRAMS AND SERVICES FOR SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS FISCAL YEAR 1996

Public Act 85-283 requires public colleges and universities to develop plans and strategies to increase the participation and advancement of underrepresented groups and to report annually on their progress. The legislation defines underrepresented groups as minorities, females interested in nontraditional occupations, and students with disabilities. Since the passage of this legislation, community colleges have made considerable advancement in addressing the needs of students in this population. Funding, provided through the Illinois Community College Board Special Population Grant program and federal and local resources, have assisted colleges in providing innovative and effective services to students with special needs, minorities and females in non-traditional occupations. This report summarizes statewide and institutional efforts to help this population succeed in Illinois community colleges.

State Support and Initiatives

In fiscal year 1996, community colleges reported expenditures of $11 million from the Illinois Community College Board for the Special Populations Grant program. Each district annually receives a fixed sum of $20,000 per college plus an allocation based on student credit hours generated in remedial, adult basic (ABE) and adult secondary education (ASE), and English as a Second Language (ESL) courses. Individual grants ranged in size from $42,000 to $7.0 million. Administrative costs, as required by the ICCB rules, are below 30 percent of colleges' grant expenditures.

Typically the grant expenditures are for direct services to students such as instruction, counseling, and tutoring. Support services including referrals to external agencies and specialized services such as mobility assistance and readers for students with disabilities are also supported under this grant. Tutoring services are offered on an individual or group basis, by faculty or peer tutors. Academic skill courses are offered through computer-based instructional systems that cover discipline and/or vocation-specific content (e.g., accounting or engineering), or basic skills (e.g., English and math). Additional support services for special population students include testing and assessment and recruitment and outreach.

The three major areas of services delivered to students in fiscal year 1996 were tutoring, assessment, and counseling. According to college's reports, more than 142,200 students participated in tutoring services offered at the colleges; 116,135 students received academic and career counseling, and 89,316 students were tested. These numbers represent an increase over the number of 1995 participants in each of the service categories. Table 1 shows the number of students served and numbers of contact hours provided in each of the service categories.

Table 1

Number of Special Population Grant Program Students Served and Service Contact Hours in Fiscal Year 1996

Types of Service	*# of Districts*	*Total Contact Hours*	*Students Served*
Tutoring	36	1,103,634	142,206
Counseling	32	107,087	116,135
Assessment & Testing	32	198,938	89,316
Referrals to External Agencies	21	7,575	10,217
Direct Support Services for Students with Disabilities	27	59,597	7,867
Outreach Services	19	19,093	26,089
Other Direct Support Services	20	43,127	47,420
Total		1,539,051	*

* Total number of students served unavailable due to duplicity of services

The total number of service contact hours to students is slightly more than 1.5 million. Colleges' primary support services efforts were in tutoring and assessment and testing. In fiscal year 1996, these two services comprised 85 percent of the total contact hours of service provided to students. Counseling ranked as the third highest contact hours of service.

The Special Populations grant supports instruction for remedial, adult education and English as a Second Language. Credit hours generated under this grant totaled more than 248,000, which is an increase over the previous fiscal year. As shown on Table 2, the two highest categories of support from the grant were remedial and adult basic education, with more than 78,400 and nearly 68,000 hours, respectively. Total students served by instruction supported by the Special Populations Grant was more than 68,400.

Table 2

Remedial, ABE, ASE and ESL Courses Funded with Fiscal Year 1996 Special Population Grants

Type of Courses	*# of Districts*	*Total Credit Hours**	*Total Students*
Remedial (PCS 1.4)	18	78,458	24,745
ABE (PCS 1.7, excluding ESL)	23	67,750	18,515
ASE (PCS 1.8, excluding ESL)	21	42,453	12,946
ESL (PCS 1.7/1.8, not including above)	23	59,765	12,247
TOTAL		248,426	68,453

* Total credit hours certified by instructors at midterm

Centers of Excellence in Adult Education In 1996, Special Populations Grant funds totaling $11.0 million were allocated to support nineteen community college Centers of Excellence in Adult Education. Participating colleges included **Belleville Area College, City Colleges of Chicago--Kennedy-King, Malcolm X, Harold Washington, Harry S Truman, Wilbur Wright; College of DuPage, Heartland Community College, Highland Community College, Illinois Central College, Kaskaskia College, John A. Logan College, Morton College, College of Lake County, Rend Lake College, Rock Valley College, South Suburban College, Richland Community College, and Waubonsee Community College**. Each center serves as an exemplary demonstration program for the delivery of adult basic and adult secondary education in the Illinois community college system and the nation.

Rock Valley College developed the External Diploma Program (EDP) through its Center of Excellence. EDP is an alternative way for adult to earn a regular high school diploma. This is achieved by a competency-based assessment program that credentials mature adults who have acquired their high school-level skills though life experience. The EDP allows adults to demonstrate these abilities in a series of simulation that parallel job and life situations. Students take responsibility for acquiring instruction through existing community resources and must demonstrate mastery of 65 required competencies, including occupational and specialized skill.

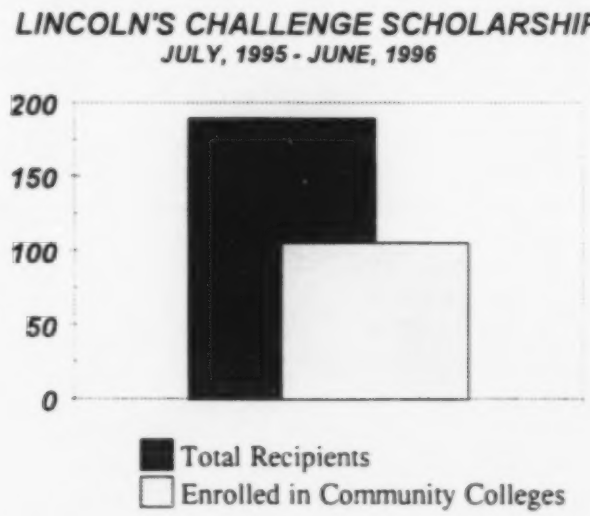
Opportunities Program. The Illinois Community College Board's Opportunities program helps address the educational and employment needs of persons on welfare. Formed as part of a partnership among the Illinois Community College Board, the Illinois Department of Public Aid and fifteen community college districts, Opportunities provides comprehensive education and supportive services for moving individuals from welfare to work. Since its inception, the program has generated over $17 million in federal funds reimbursed to community colleges. The college districts that participate are: **Black Hawk College, City Colleges of Chicago, Danville Area Community College, Illinois Central College, Joliet Junior College, Kankakee Community College, Lake Land College, Lewis & Clark Community College, Lincoln Land Community College, Metropolitan Community College, Prairie State College, Richland Community College, Rock Valley College, Carl Sandburg College, and South Suburban College**.

Black Hawk College Opportunities Program personnel work cooperatively with the College's Women's Resource Program and Adult Basic Education department to design a system to assist clients to be independent of the public welfare system. Participants of the program enroll in a six-week "Doorways" class that covers topics like negotiating barriers, applying communications skills, managing relationships, understanding the educational environment and developing an action plan. Following "Doorways", the participants are directed into areas which involve additional schooling or job readiness and placement activities. Since the program began, 1,665 participants have been served and 58 percent have obtained employment.

Diversity Initiative. Parkland College provides the statewide leadership for a diversity project, involving members of the Prairie Higher Education Consortium. Membership includes **Danville Area College, Eastern Illinois University, Heartland Community College, Lake Land College, Millikin University, Richland Community College, University of Illinois at Springfield and University of Illinois at Urbana/Champaign**. The project, Creating Inclusive Educational Communities for Minority Student Articulation, is designed to help colleges and universities create an inclusive educational community for minority students.

Six three-hour workshops offer a variety of topics such as the differences in how students learn and how faculty influence the academic environment in the classroom. Each workshop includes short lectures, video presentations, interactive exercises, case studies, small and large group discussions, and a packet of resource materials. The project evaluations consist of an assessment of faculty teaching styles and what styles do not reach minority populations, how faculty can change their teaching approaches to reach more minorities, and a six-month follow-up review of faculty after their participation in the workshops. Other colleges outside of the Consortium will be participating in the project. They include **Heartland Community College, Moraine Valley Community College, Prairie State College, and Kishwaukee College.** For its work in this area, Parkland College received the 1996 Illinois Community College Board Accountability Award.

Lincoln's Challenge Scholarship Program. Through a statewide scholarship program, the Illinois Community College Board offers educational opportunities for graduates of the Lincoln's Challenge Program. This program, directed by the Illinois National Guard, is federally funded and provides at-risk school dropouts with an opportunity to complete their GED. Students enrolled in the program have diverse backgrounds and come from all over the state. The Illinois Community College Board has established a partnership with the Lincoln Challenge Program through an appropriation of $150,000 for scholarships for graduates of the program who want to continue their education. This program reimburses community colleges for tuition and other required educational expenses incurred by Lincoln Challenge scholarship recipients. Since the program's inception in 1994, more than 500 students have been awarded scholarship certificates. Over the past couple of years, the number of students taking advantage of the scholarship program has increased. Of the 189 scholarship recipients in fiscal year 1996, 105 students (56 percent) have enrolled in community colleges.



Community College Efforts to Support Underrepresented Groups

Community colleges offer a variety of programs and services to facilitate the success of underrepresented students. According to the colleges' fiscal year 1996 reports, nearly 250,000 students from underrepresented groups are served by more than 300 programs. (Note Table A-1 in the Appendix.) More than 100,000 minorities were served by these programs. Among the 10,745 enrolled community college students with disabilities, 6,408 received special support services. Community colleges budgeted more than $30 million for special programs to serve underrepresented students. Of that amount, $4.5 million was budgeted from the ICCB Special Populations Grant program.

Retention, Graduation, and Transfer

The Illinois Community College Board focus topics for fiscal year 1996 addressed issues pertaining to retention, graduation and transfer of students in underrepresented populations, including students with disabilities. Colleges were asked to identify: (1) retention activities as they apply to specific critical points in a student's educational career; (2) programs/resources including transfer centers that help community college students wishing to complete a four-year degree including the impact of transfer centers on minority student transfer; and (3) different student learning disabilities and the services available to aid students with those disabilities. This next section highlights colleges' responses to these topics.

Retention

Several factors which influence students leaving community colleges include family or personal responsibilities, scheduling conflicts between work and school, financial difficulties, poor reading, writing and math skills, and little or no knowledge of resources available on a college campus. The most effective retention strategies used by community colleges include a scheduled orientation, assessment and placement programs, early warning and intrusive advising systems, and training to sensitize faculty and staff to the needs of underrepresented students.

Orientation. Orientation is viewed as one of the strategies effective for retaining students. Some colleges have researched different approaches that best serve their student population. A survey analysis conducted by officials at **Kennedy-King College** showed that students who participated in an eight-week class orientation persisted through the second semester at a dramatically higher rate than the entire student population (62.4% versus 47.6%). **College of Lake County** student analysis of services showed that more intensive orientation sessions over a longer period were more effective for first-time college students.

Some colleges mandate orientation, particularly for first-time students. At **Highland Community College** all first-time, full-time students are required to register in an orientation/student success course. **Lewis and Clark Community College**'s STSK 132 - Integrated Study Skills Course is paired with another general education course. Students in STSK 132 are enrolled in the developmental education and general education or applied technology courses simultaneously. While completing the enrollment process, **Southeastern Illinois College** students complete a Study Skills Inventory that helps to determine workshop and tutoring needs for first-year students.

Some colleges have developed short-term, intensive one-day orientations. **Danville Area Community College** offers a six-hour orientation that includes placement testing in English, math, and reading, a complimentary lunch served in the cafeteria, and advisement and registration with an advisor, counselor, faculty advisor, or a division chair. **Lake Land College** orientation involves group discussions, invited guest speakers, individual appointments with faculty, and use of computer-assisted career guidance systems. **Shawnee Community College**'s new student orientation consists of a scheduled 30-minute periods to meet with a counselor; instructions on how to read the catalog and how to enroll for classes; and a tour of the campus, library and financial aid/admissions offices.

Lincoln Land Community College orientation features similar activities and orients students to the college catalog which also identifies courses with a heavy reading component as indicated by a bold "**R**" placed beside the course description.

Colleges have developed programs that require faculty and current student involvement, early in the students' college experience. **Kennedy-King College**'s semester-long orientation includes an advisement strategy that assigns all first-time students to a faculty mentor-advisor. **Parkland College** has set up two new types of orientation. One is an African-American Student Orientation, tailored to the needs/interests of African-American students. The other, is a Minority Mentoring Program piloted last year to match students of color with a mentor based on ethnicity, educational objectives, gender, and time of entry. **Triton College** plans to transform its orientation program into an interdepartmental effort that involves structured opportunities for professional staff to work in partnership with new students in a small, group setting. **Waubonsee Community College** introduced a "How to Succeed" session presented by students already enrolled at the college. The entire orientation program is conducted in an informal manner with a picnic and other entertainment as a focal point.

Assessment. Colleges are implementing multiple methods of assessment that measure students' intelligence and capabilities. At some institutions, academic, social, emotional, and financial assessments are conducted. At **Waubonsee Community College**, after a student completes an assessment, he or she is required to develop a "Process for Planned Growth." The plan lists a set of goals for each student. **Kishwaukee College** through a formal or informal assessment method views future assessment to likely involve more qualitative methods such as focus groups, in-depth interviews, etc., in order to better understand student motivations and needs. **Triton College's** assessment and placement strategy includes experimenting with gender-specific assessments and placements. Students who placed into the lowest level of mathematics are part of an ongoing study now in the third year. Initial reactions of female students to this type of placement have been positive.

Monitoring and Advising. College officials recognize the impact of strong intervention with students who are likely to stop out or drop out. **Harry S Truman College**, **Morton College,** and **Illinois Valley Community College** have a system in place that requires students to see a counselor immediately if problems are indicated. At Truman, students are monitored on a continuous basis and are invited for counseling and/or directed to specific special services if deemed necessary by staff. Morton College students' records are reviewed by counseling center staff after every semester. Students who are in jeopardy of being on academic probation receive letters indicating their academic status and directing them to make appointments with a counselor. During the counseling appointment, the student and counselor complete the "Rx for Success" contract which is placed in the student's folder. At follow-up meetings, the student verifies his/her grades with faculty notes, midterm reports, and transcripts. Illinois Valley 's Student Options for Success (SOS) program requires that students must see a counselor to discuss what can be done to help them regain good academic standing. **WilburWright College** monitors students during their remedial developmental course experiences. The academic progress of "at-risk" students is examined by using exit testing results and assessment reports.

Some colleges have begun to develop database information about specific student cohorts. **Heartland Community College**'s student data analysis indicated that older students' academic performance is better than younger students, and those with lighter academic loads outperformed those who enroll in more than six courses. **Prairie State College**'s research analyses indicate that full-time students are more likely to be retained than part-time students, and degree-seeking students are more likely to be retained than those enrolling for one or several courses or one-year certificates

Classroom Climate. Classroom climate has a profound impact on student success. Underrepresented student populations benefit from teaching methods that include discussion, hands-on experiences, and group-oriented learning. At some community colleges, faculty make a concerted effort to incorporate learning content that reflects the student population of the class. Faculty at several colleges have made efforts to teach using varied methods. At **Kishwaukee College**, the psychology and sociology faculty use classroom active learning techniques to reinforce the out-of-class reading assignments. **Danville Area Community College** faculty designed a project to address the lack of documents and other records of local, minority history. The project, Exploring America's Communities--In Quest of Common Ground, permitted Danville faculty members to be among forty community colleges chosen by the American Association of Community Colleges to participate in the West Coast Conference on American Pluralism and Identity.

Morton College's full-time and adjunct faculty continue to participate in the 'WE CARE' project that includes on-campus courses in Latin American History and Culture and Spanish language courses, and a cultural immersion educational experience in Cuernavaca, Mexico. The college was the recipient of the Illinois Community College Board's 1995 Teaching and Learning Excellence award. **Parkland College** continues to make strides in creating inclusive classroom climates by providing faculty with teaching tools through its Center for Excellence in Teaching and Learning. The Center launched a program incorporating Classroom Assessment Tools (CAT) techniques introduced a few years ago by Dr. K. Patricia Cross of Berkeley, California and described by her at the 1996 Illinois Community College System Teaching and Learning Excellence Conference this past November. In addition to CATS, the Center helps faculty master diverse classroom approaches such as cooperative learning, active learning, and uses of technology.

Aiding the Transfer of Minority Students

Transfer Process. Colleges use many resources to facilitate transfer for students in underrepresented groups. Information on the transferability of specific college courses to universities are available to students in course equivalence tables. Articulation meetings are set up by university officials to acquaint community college staff on the latest admissions policies and general curriculum changes. Program articulation agreements between colleges and four-year institutions are established to guarantee that students make a smooth transition from one institution to another. These agreements involve in-state and out-of-state four-year institutions. **City Colleges of Chicago**'s CLIMB (*Chicago Linkages for Minorities in Biomedical Sciences*) is a new partnership program between Chicago State University, **Kennedy-King College**, **Olive-Harvey College** and **Harold Washington College**. Funded by the National Institutes of Health, this project is designed to increase the number of

minorities majoring in science to enter the biomedical careers. **Malcolm X College** has established several agreements with four-year universities including historically black colleges, such as Fisk University, Lincoln University, Tennessee State University, and University of Arkansas at Pine Bluff.

To augment community college and university transfers, the Illinois Community College Board, in conjunction with the Illinois Board of Higher Education and the Transfer Coordinators of Illinois Colleges and Universities, has implemented the Illinois Articulation Initiative (IAI). Launched in January 1993, the IAI involves faculty and administrators across the state who produced a general education core curriculum that is accepted by the 12 public universities, 49 community colleges and over 40 private institutions. Students taking the core curriculum comprising five discipline areas ranging from 37 to 41 semester credit hours will satisfy general education lower-division requirements at the receiving institution. Statewide articulation agreements for specific majors have been completed in 14 disciplines and work on additional majors is underway.

From 1993 to 1995, the total number of community college transfer students has increased by 1.5 percent. The total number of blacks and Hispanics during this same year increased by 6.4 and 10.5 percent, respectively. For private colleges and universities, the total number of blacks transferring to those institutions decreased (9.1%), while Hispanics increased (3.6%). A chart listing the number of transfers from community colleges to four-year colleges and universities is included in the appendix (Table A-2).

Transfer Centers. Transfer centers have contributed to the increase in the number of minority students transferring from community colleges to baccalaureate institution and subsequently completing baccalaureate degrees. Each center is centrally located on campus in a highly visible area with easy access to students. Planning and other activities of the Center involve an advisory committee that can include college faculty, staff and students and members of the district communities. The transfer center at **Richland Community College,** for example, includes representatives from the college's child care learning center, financial aid office, multicultural student enrichment center, sociology and math departments, and its Opportunities Program. Community representatives come from the Employment Security Field Office, and community-based organizations such as Futures Unlimited and Youth Empowerment Agency.

During the 1996 academic year, more than 37,970 students were served by transfer centers. Approximately, 22,000 minorities (58 percent) make up the majority of the total number of students served. A variety of different types of programs are included in the centers such as the Bachelor Bound Society or the Transfer Club to help minorities sustain their interest in pursuing a bachelor's degree. The **College of DuPage**'s Minority Transfer Center maximizes the transfer of baccalaureate degree-seeking minority students to four-year institutions with its Student Achievement through Faculty Experience (SAFE) Mentoring Program and the On-Site Transcript Evaluation Program. Faculty members have been integrated into the Transfer Center to assist and support the development of the faculty/student mentoring program. The implementation of on-site transcript evaluation, transfer information workshops and campus field trips have increased opportunities for minority students.

COD's newly formed Multicultural Center brings into one location the Minority Transfer Center, International Studies, International Student Advising and an ESL Instructor in hopes that students from underrepresented groups will be provided with comprehensive services. The Center will serve as an incubator for developing programs and services to meet the needs of this student group.

Assisting Students with Learning Disabilities

Through their assessment processes and working collaborative with local school systems, community colleges have identified and accommodated students who exhibit a wide range of learning disabilities. Students may have social skills deficits, attention deficit disorders, emotional or drug/medication issues that prevent them from performing their best in the class. Colleges have provided services that can assist these students in progressing academically. **Belleville Area College** formed a Faculty Ad hoc Advisory Committee to work in conjunction with the Special Services Center. The committee helped plan a faculty in-service, "Teaching and Learning Students with Disabilities" which was conducted for full-time and part-time faculty. Many colleges are developing special centers to assist faculty with students with disabilities. **Harry S Truman College**, for example, has created a center that provides professional development training and services. Faculty will be instructed in how to identify students who are challenged by learning disabilities, and they will be trained to work with these students to address their challenges. Community colleges reported a total of 10,745 students with disabilities during fiscal year 1996.

Summary

Community colleges are addressing the diverse needs of underrepresented groups by offering a variety of programs and services within their institutions. Retention strategies such as mandatory orientation for first-time students, qualitative assessment and placement approaches, intrusive advisement and creating an inclusive classroom climate contribute to student success. Transfer centers have played a significant role in the success of minority students. Increases in the transfer rates of minority populations are encouraging. The variety of special services that community colleges provide for students with special needs, makes community colleges an excellent choice for entry into postsecondary education for students from underrepresented groups and ones with disabilities.

APPENDIX

Illinois Community College Board

Table A-1

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS COMMUNITY COLLEGES FISCAL YEAR 1996

Program	Students Served
BELLEVILLE AREA COLLEGE	
Gender Equity	
Recruitment Program	8,500
Equity Awareness	1,000
Retention Program	500
Gender Equity for Youth **	6,000
Minority Transfer Center	1,298
MTC Secondary School Prog **	1,229
Special Services Center	11,000
CITY COLLEGES OF CHICAGO	
DALEY COLLEGE, RICHARD J.	
ALSP Counseling	9,490
ALSP Tutoring	696
CBO Program	170
Continuing Education	1,198
Faculty Advising	7,502
Future Teachers	35
National Youth Sports	346
NovaNET	7,760
Opportunities Program	32
Placement Services	672
Special Needs Services	652
Student Facilitators	1,301
Title III Program	265
Transfer Center	1372
Upward Bound	60
KENNEDY-KING COLLEGE	
Benjamin E. Mays Academy**	289
Building Opportunities	101
CBO Program	45
Future Teachers	20
Opportunities Program	476
Project Transfer	776
MALCOLM X COLLEGE	
Academic Support Center	
Tutoring	2,504
Placement Testing	1,336
NovaNET	3,652
Personalized Curric. Institute	435
CBO Program	95
Future Teachers	25
Latino Center	694
NYSP	653
Opportunities Program	187
Placement Center	1,336
Special Needs	28
Transfer Center	1,212

Program	Students Served
OLIVE-HARVEY COLLEGE	
Adacemic Computing Center	3,226
CBO Program	47
Child Development Center	175
Future Teachers	30
Middle College	150
National Youth Sports	482
NovaNET	5,170
Opportunities Program	158
Public Assistance Program	14,855
Special Needs	32
Summer Youth	420
Transfer Center	1,091
TRUMAN COLLEGE, HARRY S	
ALSP Counseling	2,114
Audiovisual Tutorial Lab	2,240
AVT International Students Peer/Advisor/Tutor	251
Bilingual Assistance	262
CBO Program	53
College Level Tutoring Services	2,093
Dubois - Washington	199
Institute for Native American Development	96
Lakeview Learning Center	2,867
NovaNET Tutoring	3,168
Opportunities Program	58
Refugee Assistance Center	2,627
Single Parent	150
Special Serv for Disabled Students/Touch Club	628
Technical Center--Counseling/Tutoring Services	190
Transfer Center	1,250
Truman Middle College Alternative High School	148
WASHINGTON COLLEGE, HAROLD	
Actuarial Program	6
Black Student Union	50
Career Planning & Placement	425
CBO Program	62
Child Development Accred (CDA)	197
CLIMB	15
Creative Curriculum	70
Dept of Mental Health Voc Trng	75
Foster Parent Training	3,500
Individual Needs (IN) Program	145
NovaNET	3,466
Opportunities Program	128
Oratorical Contest	127
Organization of Latin American Students	60
Pre-Collegiate Program	425
Project Access	68
Projects with Industry	75
Spanish GED-TV	19
Special Needs	427

Illinois Community College Board

Table A-1

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS COMMUNITY COLLEGES FISCAL YEAR 1996

(Continued)

Program	Students Served
WASHINGTON COLLEGE, HAROLD (continued)	
Transfer Center	1,055
Tutoring Services	2,542
Vocational Transition Program, DOMH	51
WRIGHT COLLEGE, WILBUR	
11th Annual Ethnic Food Fest	1,490
8th Annual African Am Students Awards Luncheon	116
African American History Month	1,180
Hispanic Month	2,972
National Women's Month	1,922
Office Skills for Disabled	10
Opportunities Program	18
Positive Alternatives	863
DANVILLE AREA COMMUNITY COLLEGE	
Black Student Association	30
Building Fairness/Options for Women**	21
Minority Scholarship/Foundation	8
Opportunities Program	576
Project Excel**	50
Special Populations/Disabled Students	83
Student Human Relations Council**	192
DUPAGE, COLLEGE OF	
Health & Special Services	2,709
International Student Advising	217
Minority Transfer Program	2,616
ELGIN COMMUNITY COLLEGE	
ADAPT	15
BSA	63
Displaced Homemakers	70
Minority Transfer Center	831
Office of Multicultural Admissions	4,712
OLAS (Hispanic Student Association)	65
Single Parent	167
Special Populations Assistance	1,403
Special Services	538
Upward Bound**	69
HARPER COLLEGE, WILLIAM RAINEY	
Center for Disabilities	437
Multicultural Affairs	248
Multicultural Special Programs	775
Minority Student Transfer Center	1,951
Resources for Women:	
Displaced Homemaker	167
Single Parent	129
Gender Equity	39
HARPER COLLEGE, WM RAINEY (continued)	
Women's Courses	786
Women's Special Programs	2,374
HEARTLAND COMMUNITY COLLEGE	
Special Needs	68
Special Populations	60
HIGHLAND COMMUNITY COLLEGE	
Dept of Adult Vocational & Technical Education	100
Title IV, Student Support Services (Project Succeed)	325
Title IV, Upward Bound**	89
ILLINOIS CENTRAL COLLEGE	
Minority Transfer Center	3,372
Opportunities Program	406
Disability Services	168
Special Academic Services	521
Student Support Services	316
Young Scholars **	73
ILLINOIS EASTERN COMMUNITY COLLEGES	
ICCB Special Populations	2,616
International Program	64
Perkins (Disadvantaged)	435
Single Parent/Displaced Homemaker	128
Student Success Network	213
Upward Bound Program**	69
ILLINOIS VALLEY COMMUNITY COLLEGE	
Academic Dev Center/Special Needs	2,087
Placement	2,017
JOLIET JUNIOR COLLEGE	
Intercollegiate Opportunity for Minority Students	1,618
Office of Minority Enrollment	1,070
Project Advance	185
Special Needs	525
KANKAKEE COMMUNITY COLLEGE	
Building Opportunities	66
Dr. King Adult Ed Centers	703
ESL Coop/Hispanic Community	90
FIPSE Program (minority transfer)	66
Job Training Partnership	1,743
Leadership 2000/Retention	212
Literacy Programs	404
Meeting the Unmet Need	11
Office of Special Populations	296
Ounce of Prevention	106

Illinois Community College Board
Table A-1
PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1996
(Continued)

Program	Students Served
KANKAKEE COMMUNITY COLLEGE (Continued)	
Parent Support/DFI	42
Parent Training Initiative	51
Upward Bound**	62
Work Experience/GED	24
KASKASKIA COLLEGE	
Black Awareness Week	58
Black Student Association	21
Marion County Housing/Gateway Program	69
Minority Awards Banquet	171
Perkins Special Populations	14
Reading Link	326
KISHWAUKEE COLLEGE	
Adult Basic Education for the Mentally Disabled	18
Spanish General Education Development Classes	110
Spanish General Education Development Testing	22
Special Needs Counseling Services	115
LAKE LAND COLLEGE	
Single Parent/Homemaker	147
Special Needs Counselor and Services	168
LEWIS & CLARK COMMUNITY COLLEGE	
Black Student Association	242
Single Parent/Homemaker	220
Student Support Services	58
Supported School-to-Work	22
LINCOLN LAND COMMUNITY COLLEGE	
Displaced Homemaker	298
LLCC Eastside Service Center	17
LLCC Summer College for Kids/African American	2,028
LLCC Trustee Tuition Waivers	18
Minority Transfer Center	389
Special Needs	179
LOGAN COLLEGE, JOHN A.	
Black Student Association	98
Disabled Student Services	55
Hearing Impaired Services	10
International Club	24
Minority Transfer Center	278
Single Parent/Homemaker	132

Program	Students Served
MCHENRY COUNTY COLLEGE	
Adult Re-Entry	3,389
Hispanic Support Services	143
Special Needs	226
MORAINE VALLEY COMMUNITY COLLEGE	
African American History Month	57
Alliance of Latin American Students	75
Black Student Union	24
Building Opportunity	78
Cultural Diversity Programs	155
Historically Black College Fair	133
Latin Cultural Awareness Mo.	383
Learning Dev. Support System	187
Minority Student Transfer Center	687
Physically Handicapped Support Serv.	146
Returning Woman	117
Thurgood Marshall Education Loan	43
Thurgood Marshall Education Scholarship	2
MORTON COLLEGE	
Hispanic Heritage Club	96
Lillian Baar Scholarship	1
Pinnacle Bank Scholarship	1
Special Populations/LD Specialist	44
OAKTON COMMUNITY COLLEGE	
ASSIST (Special Needs Students)	345
BNAT (Basic Nurse Assistant Training)	74
Family Literacy	78
High Risk Nursing Program	23
PACT	60
SOS/Library Literacy	1,280
STEPS (Services to Establish Patterns of Success)	214
Sunshine	101
PARKLAND COLLEGE	
Disability Services (Student Support/Counseling)	232
Single Parent	25
Special Populations (Preparedness/Transition/Disabilities)	1,132
Transfer Center (HECA)	1,236
Voc Ed - Carl Perkins	285
Women's Program/Services	2,797

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Illinois Community College Board

Table A-1

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS COMMUNITY COLLEGES

FISCAL YEAR 1996

(Continued)

Program	Students Served
PRAIRIE STATE COLLEGE	
Affirmative Action/Equal Opportunity	NA
Disabled Student Services	111
Disadvantaged Students Tutoring	4,852
HECA Transfer Center	1,020
Office of Minority Student Affairs	1,692
Opportunities Program	488
Project HOPE**	157
Returning Student's Program	53
REND LAKE COLLEGE	
College Special Needs Counselor	35
Early School Leaver	6
HECA - Project First Class**	235
Sex Equity	37
Single Parent	193
Vocational Special Population	2
RICHLAND COMMUNITY COLLEGE	
Black Student Association	26
College Futures**	180
Displaced Homemakers	161
Families in Transition	20
Single Parents and Homemakers	83
Special Populations	36
Transfer Center	885
ROCK VALLEY COLLEGE	
Targeted Populations/Vo-Tech Programs	196
SAUK VALLEY COMMUNITY COLLEGE	
Special Needs, Learning Disabled	43
Special Needs, Physically Disabled	51
SHAWNEE COMMUNITY COLLEGE	
Academic Opportunity	264
Carl Perkins Special Needs	147
Minority Transfer Center	321
School-to-Work	46
SOUTH SUBURBAN COLLEGE	
Academic Assistance Center	957
ACT-SO Scholarships	1
Cultural Diversity	3,970
Disabled Student Services	174
Opportunities	585
Returning Adult Center	1,538

Program	Students Served
SOUTH SUBURBAN COLLEGE (Continued)	
Special Needs	1,843
Student Support Services	210
Minority Transfer Center	1,658
SOUTHEASTERN ILLINOIS COLLEGE	
Developmental Studies:	
Developmental Education (Tutoring)	189
Developmental Education (Mentoring)	1,159
Computer Lab	505
Project Aspire**	
Single Parent/Homemaker Advancement Project	41
Special Needs (Perkins)	406
Special Needs Recruitment/Retention	795
Student Support Services	150
SPOON RIVER COLLEGE	
Handicapped and Disadvantaged	52
Single Parents/Displaced Homemakers	176
Special Needs Assistance Program	350
Special Populations	1,832
STATE COMMUNITY COLLEGE	
Minority Articulation Transfer	696
Upward Bound	72
Adult Education	418
Literacy	529
TRITON COLLEGE	
Latin American Club	79
Minority Transfer - HECA	4,125
Nuevos Horizontes	9,263
Project Advance	667
Public Assistance Coord. Sp. Project	135
Spanish Literacy	278
Student Support Services	456
TRAC (Dislocated Workers)	213
Upward Bound**	72
WAUBONSEE COMMUNITY COLLEGE	
Academic Skills Center	1,741
Access Center for Disabled Students	285
LINCCC	47
Office Technology	137
Project Equity	43
Project Opportunity	114
Project Success	289

Illinois Community College Board
Table A-1
PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1996
(Continued)

Program	Students Served
WAUBONSEE COMMUNITY COLLEGE (Continued)	
Road to Success	20
Student Support Services	348
Transfer Center	355
Total Students Served (Duplicated)	249,962

NA=Not Available
* Includes all programs having both a primary purpose to serve underrepresented students and a budget allocation from the institution for this purpose.
**Program serves elementary and secondary school students.

Illinois Community College Board

Table A-8

TRANSFERS FROM ILLINOIS PUBLIC COMMUNITY COLLEGES TO FOUR-YEAR COLLEGES AND UNIVERSITIES
FALL 1993 - 1995

	Fall 1993			Fall 1994			Fall 1995			Change in Growth 1993-1995		
Sector	Total Transfers	Black	Hispanic	Total Transfers	Black	Hispanic	Total Transfers	Black	Hispanic	Total Transfers	Black	Hispanic
To Public Universities	10,537	975	401	10,669	1,049	427	10,693	1,037	443	1.5%	6.4%	10.5%
To Private Institutions	5,788	823	359	5,429	639	321	5,724	748	372	-1.1%	-9.1%	3.6%
To Proprietary Institutions	254	74	23	203	31	11	166	30	9	-34.6%	-59.5%	-60.9%
Total	16,579	1,872	783	16,301	1,719	759	16,583	1,815	824	0.0%	-3.0%	5.2%

SOURCE OF DATA: IBHE Data Book on Higher Education